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ABSTRACT

Suggestions for conducting an institutional self-evaluation of programs and services offered to the disadvantaged and the handicapped at the community college level are provided in this supplement to a handbook on this topic. Specifically focusing on programs and services funded under the Vocational Education Amendments of 1968, this guide discusses these seven topics: (1) Procedures for Evaluation, (2) Financial Resources, (3) Plant and Equipment Resources, (4) Library Resources and Other Instructional Facilities, (5) Instructions for the Chairman and Vice Chairman, (6) Instructions for Committee Members, and (7) Role of the District Staff. Two charts illustrate the text, one on attitude assessment and one on the interrelationships among special programs. This document is related to two others, available in this issue as VT 018 582 and VT 018 583. (AG)

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SUPPLEMENT TO

HANDBOOK FOR SELF-EVALUATION OF PROGRAMS AND SERVICES TO THE DISADVANTAGED AND THE HANDICAPPED AT COMMUNITY COLLEGES UNDER THE VOCATIONAL EDUCATION AMENDMENTS OF 1968

VT018595

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(Public Law 90-576)

Tadlock Associates, Inc. (TAI)
Los Altos, California

April 15, 1972

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Procedures for Evaluation

Certain Forms are Available to any Community College:

1. Comprehensive evaluation: The basic type of institutional review, in which every major aspect of the program(s), the supporting structure, and the resources and services are appraised in relation to the institution's self-defined objectives, first through a complete self-study, then by a team which studies every part of the institution pertaining directly or indirectly to programs and services to the disadvantaged and the handicapped.

This is the most common form. It is usually the desirable one unless the institution has recently conducted a thorough and comprehensive self-evaluation with regard to programs and services to the disadvantaged and the handicapped on its own, or has a regular program of internal institutional research and self-study, which makes this approach repetitious or unprofitable. Even then, appropriate state or federal agencies may require it.

The suggestions included in this document may be used a guide, but the institution is encouraged to develop a freely designed narrative report to fit its own needs, including the necessary factual data in the most effective and readable manner.

If the institution is engaged in a joint venture with other agencies specializing in programs and services to the disadvantaged and the handicapped, a joint visit can often be arranged, and should be considered. A single self-study document may serve in such instances.

2. General evaluation with special emphasis: A development of the basic comprehensive evaluation, for institutions wishing to give special attention to selected areas--such as tutorial, counseling, etc.,--within the context of their overall objectives and performance, in serving the disadvantaged and the handicapped. The general evaluation involves a broad review of objectives, programs, and supportive elements, followed by an examination in depth of aspects which are of primary significance to the institution at the time.

The self-study report covers both phases. Guide materials may be used as the basis for the general part, or the institution may create its own specific format. The analysis of and report on the special

emphasis may be presented in whatever manner is appropriate to them. They must be matters which are current issues for the institution, in which external judgment and criticism are desired and likely to be useful, and which are significant indices of the competence of its occupational educational performance regarding the disadvantaged and/or the handicapped. The visiting committee gives particular attention to the special emphasis within an examination of the institutions occupational education programs and services to disadvantaged and the handicapped as a whole.

There are other procedures which require advance approval:

An institution interested in one of the following three procedures, or a combination of them, should work out a proposed course of action with the Chancellor's Office or other state or federal agency staff for review by that agency.

1. Selected topics: Concentration upon certain areas, units, or aspects of an institution when, on the basis of an initial basic comprehensive evaluation, it has been established that the institution is in compliance with federal requirements and is, in fact, offering special occupational education programs and services to the disadvantaged and the handicapped as outlined in the Vocational Education Amendments of 1968,[1/] and intensive study of selected functions or parts of chosen aspects of its work promise to be illuminating of the whole area of occupational education for the disadvantaged and the handicapped and more profitable to the institution. As possibilities, the institution might:

   a. Study the decision-making process, which would necessarily permeate every area of the institution's activities regarding the disadvantaged and the handicapped.
   b. Focus on the net impact of the total environment on disadvantaged and handicapped student achievement and values.

1/ See Part A Section 102(b); Part B Section 122(a)(4)(A); and Part B Section 122(a)(4)(B) of the Act.

c. Study its ability to plan for improvement of programs and services to the disadvantaged and the handicapped as opposed to reacting to pressure. What rewards are available for agents of change? What structures limit useful change?

d. Analyze the quality of instruction.

e. Examine the various options for the future of occupational education for the disadvantaged and the handicapped in relation to the changes in society and then describe the rationale for the ones selected.

f. Justify the continuation of present objectives and programs and their similarity to those of other institutions.

g. Choose another institution whose programs and services for the disadvantaged and/or the handicapped are worthy of emulation, characterize this model, and describe the changes which would be necessary to become like it.

h. Describe one or more exemplary programs for the disadvantaged and the handicapped, or a theoretical model, the background which lead to their development, and evidence of success.

After discussion with a member of the agency instituting the evaluation team, the institution should present, well before the evaluation date, a detailed plan of action for approval by said agency. The self-study will then need to produce (a) a relatively brief introductory paper setting forth the institution's aims and objectives, describing its organization, programs, and resources to serve the disadvantaged and the handicapped, and providing such quantitative data as are required, and (b) studies in depth of the chosen areas or topics. The visiting team will be selected accordingly and instructed to develop from the special topics a view of the institution's occupational education offerings to the disadvantaged and the handicapped as a whole.

2. Current special study evaluation: An institution making or about to make a comprehensive and intensive study of its occupational education programs for the disadvantaged and the handicapped for curriculum revision, long range occupational education planning, or similar

purposes may ask the Chancellor's Office or other state or federal evaluating agency whether it would accept the report of such a study in place of a more conventional form of self-evaluation.

After discussion with a member of the appropriate agency staff, a detailed proposal should be presented, with evidence of the institution's ability to carry it out effectively, or evidence that it has been a serious enterprise if already completed. If the state or federal agency involved approves, it will then decide what further steps are necessary.

3. Regular institutional research evaluation on occupational education programs and services to the disadvantaged and the handicapped: Acceptance of the product of an institution's regular program of institutional research regarding occupational education programs and services to the disadvantaged and the handicapped in fulfillment of the self-evaluation requirement, without further documentation other than an introductory statement.

Such a procedure will be considered only when institutional research covering the general range and outcomes of an institution's operations in the area of occupational education for the disadvantaged and the handicapped is a significant part of its established operations. The Chancellor's Office or other agency instituting the inquiry will examine the materials and decide whether more information or an extended visit is needed.

Other forms are possible and may be developed in conjunction with the staff of the agency conducting the evaluation for approval by that agency. Each institution is encouraged to approach the evaluation process creatively, striving to integrate the process into its ongoing occupational education activities as completely as possible.

The Institutional Self-Study

Self-study is an analysis of an institution's occupational education resources in serving the disadvantaged and the handicapped and effectiveness by its own staff. It is part of the U.S. Commission of Education evaluation procedure which has primary importance for the institution.

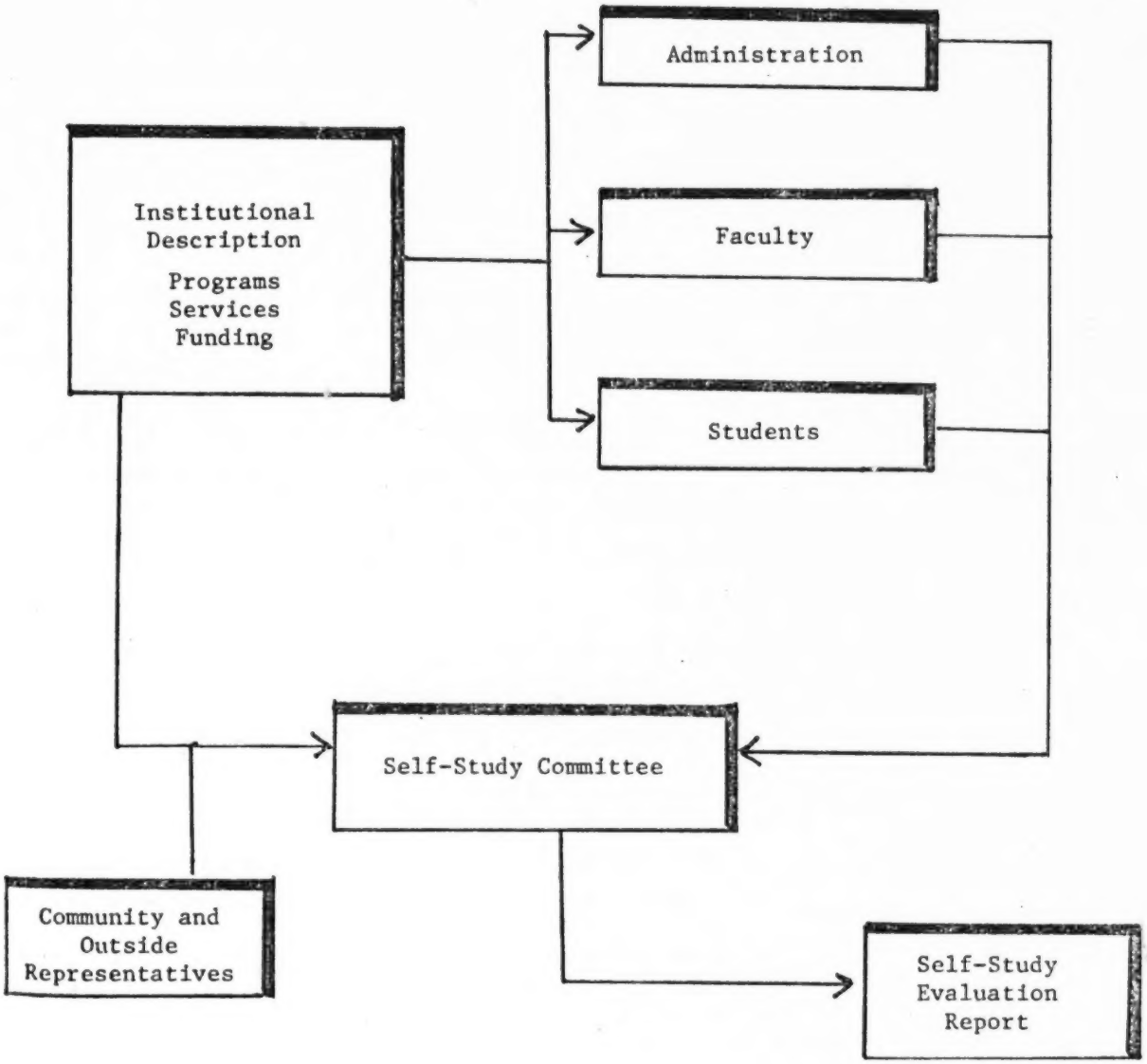
In a self-study the faculty, administration, and local representatives of the disadvantaged and the handicapped sectors of the community declare what they want the occupational programs and services to the disadvantaged and the handicapped to be, and make their own appraisal of its present accomplishment and future potential. They define the context in which they want these programs and services to be examined and reveal their level of expectation. One of the results is apt to be a new surge of common effort to consolidate and improve the whole.

Benefits are proportional to the incisiveness of the inquiry: its aim must be to understand, evaluate, and improve, not merely to defend. The fact that an evaluation visit may follow gives the self-study added impetus, but the views of the visiting team merely sharpen its impact.

Through the process of self-study the institution mobilizes the various elements of the academic community concerned with occupational education for the disadvantaged and the handicapped, as well as representatives of the disadvantaged and the handicapped sectors of the local community to reflect on the purposes and effectiveness of the institution's occupational education for the disadvantaged and the handicapped, examining its strengths as well as weaknesses, and where problems or opportunities are identified beginning to work toward their solution or fulfillment.

(See chart page 6)

ATTITUDE ASSESSMENT



Timing and Cost

A self-study is an important enterprise. If done well, it is abundantly rewarding, but it is not worth the effort if not done with thoughtful reflection. It is an educational program, and there is a point beyond which education cannot be hurried. An academic quarter is the minimum working time needed; so preparation should begin at least one quarter before the date of the visit. Two academic quarters give a better margin.

It is not necessary to spend much money on a self-study. Clerks and outside professional people cannot be employed to do the work--it is not that kind of a job. Certain data regarding occupational education programs and services for the disadvantaged and the handicapped have to be assembled, but they are of a kind which ought to be readily available internally; if they are not, compiling them should be looked upon as a routine cost. The data need not be translated into or collected over again in the particular form and terminology shown in Appendix A of the Handbook, if a form the institution already uses serves the purpose of the inquiry.

How to Organize a Self-Study

One can give no more than general principles for conducting a self-study, for the detailed organization and application must fit the circumstances and personnel of the institution. In setting up the project, keep these points in mind:

1. Bring as many occupational education faculty members, students, administrators, and representatives of the disadvantaged and handicapped sectors of the community as possible into the thinking and discussion this study will require. An evaluation of occupational education for the disadvantaged and the handicapped for the U.S. Commission of Education is a research project beyond the competence of either administrators or faculty members alone. They need to combine forces

to do it well. Faculty, administration, and students enrolled in occupational education programs for the disadvantaged and the handicapped should be represented on the steering committee and in the task forces.

2. Make sure that ultimately the whole occupational education staff involved in programs and services for the disadvantaged and the handicapped, faculty, administration, and community people representing the disadvantaged and the handicapped understand and take responsibility for the entire report. (See chart on page 9.)

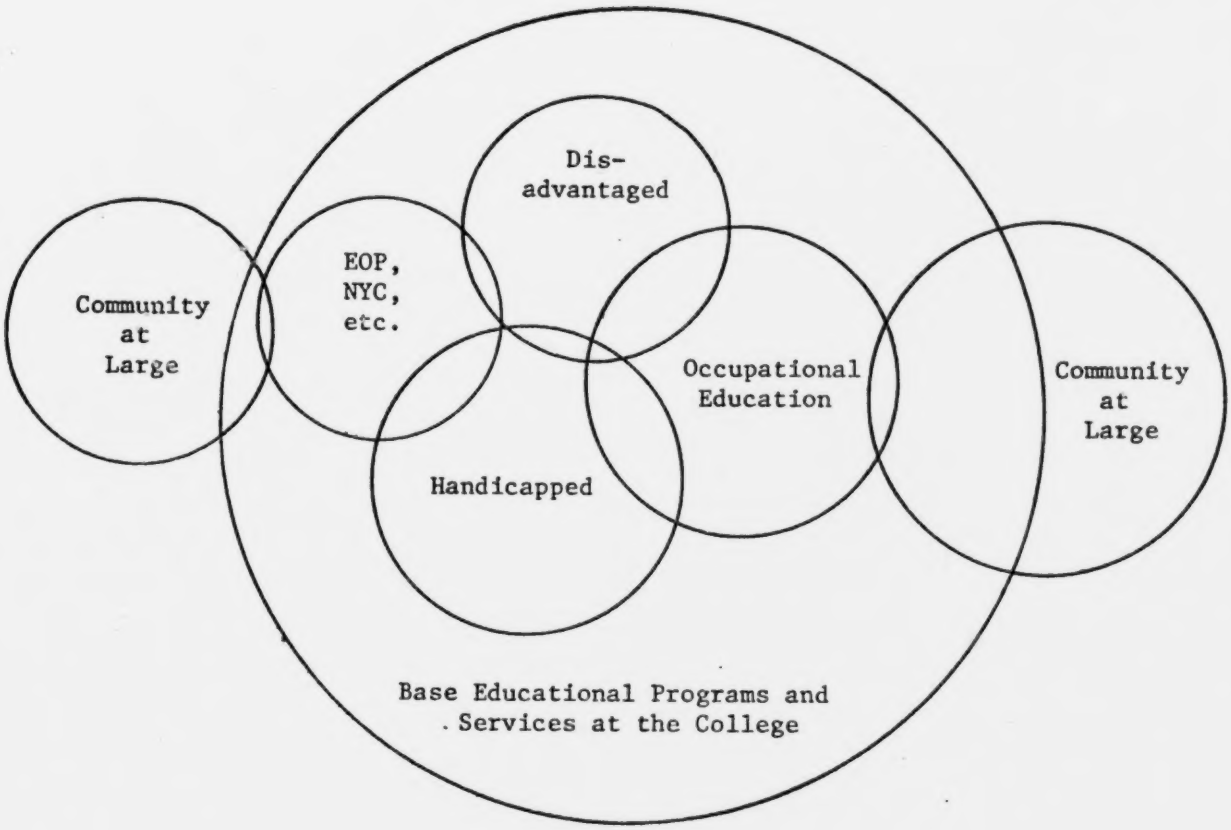
   An important feature of this kind of study is that it brings occupational education for the disadvantaged and the handicapped into focus, emphasizes relationships among as well as performance within units, and instigates healthy cross-fertilization of ideas. Organize the study so that finally their work represents the entire occupational education offerings at the institution for the disadvantaged and handicapped.

3. Use a small steering committee with an active, interested chairman to plan the work, hold it in balance, suggest new approaches, and edit the final report.

   The chairman of this committee is one of the two key men in the enterprise, the other being the dean of occupational education of the institution. The chairmanship, in its demands on time, energy, intelligence, and tact, is a major assignment calling for some kind of special recognition and load allowance. It is also a rewarding assignment.

   The dean of occupational education's role is to keep maximum emphasis on the project, to stimulate without dominating, and to see that the results are translated into immediate action and/or long range plans.

INTER-RELATIONSHIP OF SPECIAL PROGRAMS



4. Adopt a definite timetable; make it generous, but insist on maintaining it.

   Plan backward. Set a publication date for the self-study report at least four weeks before the evaluation committee is due to arrive so that it can be in the hands of the visitors two to three weeks before the visit. Having determined the finish date, allow two weeks preceding that for final editing and duplicating. Then work toward the beginning, allowing the necessary intervals for each stage.

   Remember in estimating time allowances what an important undertaking this is and how many people will be involved. It must deal with the separate phases of the institution's occupational education programs and services for the disadvantaged and the handicapped, but it must go beyond them in its concern with their relationships; with the focusing or directing of the institution's total occupational education effort for the disadvantaged and the handicapped, with its over-all educational impact on the disadvantaged and the handicapped occupational student and members of the community, as well as with the efficiency of each of its units. That takes time.

5. Carry the results of the study through to action.

   New thinking, new patterns, new proposals, and very likely new unity behind them in offering occupational education programs and services for the disadvantaged and the handicapped will emerge during the process. See that each one is channeled in the proper direction and is insistently followed up. Perhaps the steering committee can remain helpful at the post-evaluation stage too, but clearly the Dean of Occupational Education, and the occupational education standing committee have continuing responsibilities.

Institutions involved for the first time in self-evaluation of occupational programs and services to the disadvantaged and the handicapped may use a consultant during the self-study period. As a consultant to the college's department of occupational education (not as an agent of the evaluating agency), the consultant can play an extremely valuable role as devil's advocate and advisor on program development and organization of the self-study. The consultant should not be used to prepare, edit, or revise any part of the self-study document since this should be the work of the college community in cooperation with representatives of the disadvantaged and the handicapped sectors of the local community. Another helpful activity for institutions being evaluated on their occupational education programs and services for the disadvantaged and the handicapped for the first time is the assignment of one of their faculty or staff members as an observer on the visiting team to another college. Although no evaluations are identical, and the judgments of the team and subsequently of the agency instituting the inquiry are related solely to the institution in question in terms of its own stated objectives, many valuable insights into the evaluation process can be gained from such experience.

Steps in the process:

1. Appoint the steering committee, and provide its members with sample sets of the evaluative instruments in Appendix A for their study. Institutions may duplicate these materials for their own use.

2. Invite the representative from the evaluating agency to come to the campus early in the process, unless he has already done so, to meet with the steering committee as they consider the nature of the enterprise and to help them plan it advantageously. In most cases the visiting committee chairman will accompany the representative of the evaluating agency.

3. Set up whatever task forces the steering committee decides are needed (sometimes existing standing committees can be used) and ask them as their first assignment to study critically the materials included in Appendix A or local materials selected by or prepared for the steering committee.

   Encourage them to be skeptical, to question and debate. No one, including the evaluating agency knows enough about occupational education for the disadvantaged and the handicapped to be doctrinaire in this area of education. One of the results of the evaluation should be a broader knowledge of occupational education principles with regard to the disadvantaged and the handicapped and a clearer understanding of their application to the specific objectives of the institution.

4. Determine what factual and statistical data are required and request the appropriate administrative officers of the committees to prepare them.

   Keep the statistical matter minimal. Only condensed, essential parts will appear in the finished report, but the committees may need details and conferences with officers to enable them to grasp meanings and relationships.

5. By now the committees or task forces should be working steadily on their assignments and reporting to the steering committee for coordination. The steering committee should be supplying ideas, suggesting useful cross-references, and from time to time keeping those administrative, faculty and staff members involved with occupational education for the disadvantaged and the handicapped informed of progress.

   Keep pressure on all the study groups to simplify, clarify, and distill their finds, to avoid cliches, and to make careful analysis of their data. Remind them that confused writing reveals fuzzy thinking.

> Give the steering committee clear editorial authority. They must reduce the total bulk to what busy men can really be expected to read and study. If its succinctness and style do not tempt the visitors to do that, so far as they are concerned the reports might as well not have been written: 50 typewritten pages (100 if double-spaced) are the maximum total length needed for this type of report.

The Approach

The Self-Study Guide is a good starting point (but merely a starting point) for self-study. It helps the institution's department of occupational education see what is involved, suggests approaches, and ensures coverage. When it has accomplished that, neither the evaluating agency, the visiting team, nor the institution's occupational education department has any further interest in the instrument(s) used for these purposes. What should result is information and analysis: the form is immaterial. The aim is to give the visiting team a point of departure for its work. The institution will in effect be saying to the visitors: "Here, as clearly and candidly as we can describe and analyze ourselves, is where we are in relation to occupational education for the disadvantaged and the handicapped, and where we intend to be. Now study us, and give us your reaction. How accurately have we appraised our accomplishment? Where are the programs and services inadequate? If you were in our place, what would you do differently?"

Final Form

When the self-study report is complete, a summary should be prepared, ten pages or less, and bound separately. This summary should include the major points of the report as it will be sent to the appropriate agencies or to the college administration.

Both the summary and the full report should be prefaced by a copy of the current (up-dated if necessary) annual data summary.

Duplicate the report clearly but inexpensively and fasten it in a simple lightweight cover. Make it portable--easy to mail and light to carry.

Mailing Instructions

At least one month before the visits--

1. Send one copy of the full report and one copy of your current catalog to each member of the visiting committee.
2. Send five copies of the full report, five copies of the catalog, and fifteen copies of the summary report to the evaluating agency.

Self-Study Guide for the Evaluation of Programs and Services for the Disadvantaged and the Handicapped Under VEA '68

The Guide is a statement of principles concerning higher education. It defines the evaluative framework employed by the accreditation commission for senior colleges and universities in its work with institutions. It directs attention to those areas which are deemed important in the assessment of quality in colleges and universities and suggests some of the questions that should be asked about the several aspects of an institution's work. It is, as the name indicates, a guide--not a manual which sets forth the standards to be employed in assessing the quality of an institution.

The Guide is designed to assist (1) institutions of higher education in their continuing efforts to carry on self-evaluation of special programs; (2) consultants serving institutions; and (3) evaluators assessing the quality of institutions, programs and services to the disadvantaged and the handicapped occupational education students within the framework of the 1968 Vocational Education Amendments.

It does not provide answers, but it does provide a basis for formulating judgments and drawing conclusions about institutional quality. It recognizes that there is no substitute for good judgment made by qualified persons.

The organizing device for the Guide is the following set of six basic questions:

1. What is the educational task of the institution with regard to disadvantaged and handicapped occupational students?
2. Are the necessary resources available for carrying out the task of the institution?
3. Is the institution well organized for carrying out its educational task?
4. Are the programs of instruction, supportive services, and research adequate in kind and quality to serve the purposes of the institution with regard to occupational education for the disadvantaged and the handicapped?
5. Are the stated objectives being achieved?
6. Is the institution involved in a program of continuous self-renewal?

1. What is the Educational Task of the Institution with Regard to Disadvantaged and Handicapped Occupational Education Students?

Institutions of higher education, and particularly community colleges, serve a wide variety of purposes and an increasingly wider variety of students, many of which are classified as disadvantaged, handicapped, or both.

Within the occupational area some institutions limit their programs and services for the disadvantaged and the handicapped to a single task or to a small number of closely related tasks; others address themselves to a larger number of tasks. It is important, therefore, that each institution define its educational task with regard to the disadvantaged and the handicapped so that it can clearly determine how it will allocate the resources available to it for this purpose.

Statements of purposes provide a guide for educational planning. They provide a frame of reference for decisions about disadvantaged and handicapped student admission and retention policies in regular

occupational education programs, the curriculum, and other educational experiences made available to these disadvantaged and handicapped students, the faculty, and the financing of the enterprise. In addition to the institution's instructional function, the stated purposes should include references to research and service, where such activities are carried on by the institution.

An institution should give consideration to its role in the immediate geographical community, in the nation, and in the international community. It should, while responding to needs in a manner appropriate to its accepted educational responsibilities, resist pressures for haphazard and inadequately planned growth, as well as pressures to offer conventional remedial programs as the only means of serving the disadvantaged and the handicapped. It should develop priorities to guide it in responding to the many demands with which it is faced. An institution has a responsibility to keep its public informed of its educational tasks and its efforts to accomplish them.

The various segments of the college community should understand, accept, and support the avowed purposes. This implies more than mere acceptance at the verbal level; faculty members should seek to express the purposes through the things they do. It does not follow from this, however, that there should be no differences among faculty members as to what an institution's purposes in serving the disadvantaged and the handicapped occupational education students should be. Indeed, such differences, if not seriously disruptive, lead to careful re-study and testing of basic premises.

An institution should have projected plans for the future in serving the needs of its disadvantaged and handicapped occupational education students. During a period of rapid social change it should clearly define the basis upon which it will make decisions in such matters as increasing its offerings to these sectors of the student population, introducing new programs, or redesigning its approach toward assisting these students to succeed in regular occupational education programs. Plans for the future should be consistent with the basic orientation of the institution as expressed in its stated purposes.

Finally, an institution should continually and systematically seek evidence of its effectiveness in fulfilling its educational responsibilities with regard to disadvantaged and handicapped occupational education students.

2. Are the Necessary Resources Available for Carrying Out the Task of the Institution?

Essential to the effectiveness of an educational institution in carrying out its task are its faculty; its library and other instructional facilities; its financial resources; its plant, equipment, and other physical facilities; and its planning and evaluative activities.

Faculty Resources. The quality of an institution's offerings to the disadvantaged and handicapped occupational education students is determined in large part by its success in developing a faculty competent to perform the educational tasks which the institution has set for itself.

Faculty Qualifications. Though they are not equally relevant in all types of institutions, the following are among the data which are helpful in determining faculty qualifications: The percentage of occupational faculty directly involved in the planning and offering of services to disadvantaged and handicapped students; the commitment of the occupational education faculty to discover ways and means to assist disadvantaged and handicapped students succeed in regular occupational programs; the extent to which persons are teaching in areas in which they have received training; the kinds of work experience the faculty has had in developing special competencies; the extent to which the institution has sought to create a faculty reflecting the broad spectrum of society; the familiarity of the counselors with the institution's occupational education programs; the extent of faculty attendance at and participation in meetings dealing with occupational instruction for the disadvantaged and the handicapped. The relative importance of the different kinds of data on faculty qualifications will vary according to the requirements of the individual occupational programs.

High standing on measures of education, experience, and stated interest in assisting disadvantaged and handicapped students in occupational areas does not, however, guarantee excellence in teaching, counseling, or the performance of other faculty duties with regard to these students. Equally important, though less easily measured, are such characteristics as the general tone of the institution, the zest with which the faculty and the students pursue their work, and the interest shown by the faculty in the student and in his progress toward desired goals. Observation in classes and in other situations may provide significant reference for conclusions about the intellectual climate of the institution.

Faculty Effectiveness. An institution should make systematic efforts to evaluate faculty effectiveness as a whole not only in the classroom but in the performance of the whole range of duties which the faculty is expected to perform. A source of information which should not be overlooked in appraising the effectiveness of the faculty in discharging its teaching and counseling functions is the reaction of students.

Faculty meetings should provide one of the important opportunities for the faculty to evaluate occupational education programs for disadvantaged and handicapped students. Faculty meetings should be characterized by a general "give-and-take," an honest exchange of views, a real concern about the ongoing work of the institution in serving the disadvantaged and the handicapped, and discussion of significant educational programs rather than matters of mere routine.

Recognition of Good Teaching. An institution concerned about the quality of instruction for occupational education disadvantaged and handicapped students will make every effort to provide the atmosphere and conditions that make good teaching possible and the goal of superior and innovative instruction attractive to the faculty member. An institution should recognize and reward superior teaching.

Induction of New Faculty Members. An institution should follow a systematic procedure for making new faculty members aware of the

general practices and procedures of the institution and for rendering assistance to them during the period when they are becoming oriented to the new situation.

Faculty Recruitment, Retention, and Promotion. The procedures governing the recruitment, retention, promotion, and tenure of faculty members should be clearly stated in an official document and understood by all persons concerned. Practice should be consistent with the official statement.

Many institutions employ part-time instructors, peer counselors, and teaching assistants. Such persons may make a significant contribution to the instructional program if the institution provides them with the necessary guidance and assistance and takes steps to make them an integral part of the total instructional effort.

Opportunities for Professional Growth and Development. An institution should systematically provide opportunities for faculty inservice growth and development with special emphasis on innovative and creative ways of assisting the disadvantaged and the handicapped to succeed in regular occupational programs. Among the incentives which may be afforded are the following: provision for attendance and participation in professional meetings with payment of traveling expenses in whole or in part, reduction of teaching load for a period of time for study or research without reduction in salary, provision for sabbatical or other leaves of absence and encouragement of faculty members to take advantage of such opportunities. Specialists employed as consultants in the study of occupational education programs for the disadvantaged and the handicapped are often useful not only in the solution of educational problems relating to this sector of the college community but also in the education of the faculty.

Academic Freedom. Freedom of the college faculty member to present the truth as he sees it in his area of competence, both in the classroom and in the reports of his research activities, is essential to the accomplishment of the purposes of our society.

The president and the board of control of a college have an obligation to society to protect the faculty member against any attempt to abridge his freedom to teach, to inquire, and to publish the results of his research. They are obligated to defend the faculty member against pressures which would unduly restrict him in his teaching and other professional activities.

The faculty member also has responsibilities in the matter of academic freedom. He must be careful not to use the privileged position he occupies in discussion of subjects other than those in which he possesses special competence as a scholar. For the protection of his profession and his institution he should strive at all times to be accurate and to exercise appropriate restraint in his public utterances. Further, he should recognize that there are limitations on his freedom of expression and action which are dictated by the canons of good taste.

Faculty Service Loads. Faculty service load may be calculated in a variety of ways. Two commonly employed measures are the credit hour and the student credit hour or their equivalent. However, load measurement in these terms provides only a partial picture of the load situation. Also to be taken into account are such components as research activity, class preparation time, faculty committee work, administrative responsibilities, student counseling, and community services. The distribution of time among the several components of load may be expected to vary in some instances among faculty members. Faculty overload is a threat to institutional quality.

Office Facilities, Secretarial Service, and Technical Assistance. Faculty office space providing privacy for the counseling of students, and for the analysis of specific individual deficiencies of disadvantaged and handicapped occupational education students and the design of remedies or curriculum modification to offset these specific deficiencies is contributory to faculty morale and should be provided for each faculty member. Good working conditions are aids to good performance.

To permit the faculty member to make the best professional use of his time, provision should be made for secretarial and technical help in instructional, research, and other faculty activities.

Financial Resources

Income and Expenditures

It is not possible to set an acceptable level of income and expenditure for community colleges in serving occupational education disadvantaged and handicapped students in general. Rather the financial structure of each institution must be evaluated in terms of the experience and the adequacy with which the finances made available to each institution under the Vocational Education Amendments of 1968 for these purposes are applied to support the institution's stated objectives in this area of educational activities.

There should be evidence that the institution is indeed using these funds as efficiently as possible to provide special instruction and other services which are called for on the basis of an analysis of the needs of individual disadvantaged and handicapped students.

When comparable data are available it may be helpful to make comparisons with similar institutions on such matters as educational expenditure per student and stable income per student. Though conclusions as to quality cannot properly be drawn from an institution's relative standing on these items, such information does provide a useful point of departure for considering the adequacy of the funds available and the effectiveness with which they are being used.

A study of the history of the institution's use of the "set aside" funds may be helpful in revealing the extent of the institution's commitment to provide assistance to disadvantaged and handicapped students in the area of occupational training. Insights into resource allocations may be gained by studying the process of preparing the budget.

There is no one pattern of expenditures which may be considered best, but an analysis of the ways in which an institution expends its funds has meaning when related to the institution's stated purposes.

Financial Accounting

Institutions are, of course, required to report their expenditures on the claim forms which are submitted to the state for reimbursement. However, the information contained therein is of such statistical nature that it might not be reflective of actual college policies and practices. Therefore it would behoove the steering committee as well as the evaluation team to make their own reconciliation between expenditures as reflected on the claim forms and their own observations.

Plant and Equipment Resources

The physical plant, including buildings, grounds, and equipment, should be judged in terms of the requirements of the occupational educational program. The physical facilities should be designed to accommodate the task which the institution is attempting to carry out and should be well maintained and in good repair. Such resources as research institutes, computers, special laboratories, and access to some museums and theatres--if they contribute to the attainment of the institution's occupational education purposes for the disadvantaged and the handicapped--should be included in the evaluation.

Equipment and Space Utilization. Institutions differ in the manner and extent of equipment and plant utilization. The important consideration is that available resources be used as efficiently as possible in the light of the institution's educational task and the clientele it is serving. Institutions are urged to make studies of equipment and space utilization from time to time. Costly building programs are sometimes undertaken when a better use of existing facilities would satisfy space needs.

Library Resources and Other Instructional Facilities

The library should provide the facilities needed to support the occupational education program for the disadvantaged and the handicapped and there should be evidence that such facilities are used. In addition to books and periodicals, the modern college library frequently

assumes responsibility for audio-visual materials, music and art collections, recordings, and displays. It may also have listening rooms and browsing rooms to complement the reading rooms and stacks. All these materials and services should be evaluated in terms of the contributions they make to the occupational education programs for the disadvantaged and the handicapped at the college.

Books and Periodicals. More important than the number of books, periodicals, and reference works is the extent to which the collection accurately reflects the needs of the institution in serving occupational education disadvantaged and handicapped students as defined by its task. The growth in various departments should be reflected in the distribution of holdings and acquisitions. The collection should be regularly culled and out-of-date materials removed.

In evaluating the collection, attention should be given to the distribution of holdings among the occupational areas and to the needs of individual courses.

Usage. Statistics on both student and faculty use of the library resources are helpful in forming an impression of the climate of an institution.

Open stacks encourage student use. The library should be open enough hours during the day to make the resources readily available to students and faculty. Loan policies should contribute to the optimal use of the collection. The physical aspects of the library and its internal organization should be such as to make the library a place conducive to study with convenient access to the collection. Adequate seating space, including study carrels, should be provided.

Staff. The librarians should be regarded as professional persons who play an important part in the overall educational program, as well as in occupational education training for the disadvantaged and the handicapped. Faculty members should be encouraged by the librarians to help in book selection and their counsel should generally be followed. The librarians should keep faculty members informed of recent acquisitions.

Relation to Other Libraries. It is often possible to supplement an institution's library resources through the use of other libraries in the area. Obviously such resources are useful in the education of the students only if they are readily available and actually used by the students.

3. Is the Institution Well-Organized for Carrying Out Its Educational Task?

The purpose of the administration is to facilitate the achievement of the purposes of the institution. It is not to be expected that all institutions will have the same administrative organization--the same pattern of offices and lines of responsibility; rather, each college should have a plan of organization and procedure that works well in its particular situation.

While sharing some common organizational characteristics, the college differs from most other types of organization. The faculty of the institution are instructional officers responsible for decision-making activities in the area of academic policy.

In view of these unusual characteristics, it is of particular importance that the institution of higher education make every effort to promote a spirit of cooperation in which all the forces within the institution unite in the accomplishment of a common educational purpose. Policies and procedures should reflect the mutual support of the faculty and administrative officers for the institution's educational programs and activities.

Administration. The number of persons involved in the administration of occupational education for the disadvantaged and the handicapped will of course depend upon the size of the institution, the number of disadvantaged and handicapped students being served in its occupational programs, and other characteristics of the institution. The main administrative areas to be considered are occupational instruction, student personnel and services, financial administration, and administration of special activities such as financial aid, placement, work-study, tutorial, and other activities

which affect the enrollment and retention of disadvantaged and handicapped students in regular occupational programs. The responsibilities in each of these areas should be delegated to qualified individuals who are familiar with the funding sources and their constraints, with due regard for the role of the faculty in policy determination. An institution must be ever alert to the need for coordination of administrative functions and for good communication throughout the organization.

Student Organization. The nature and extent of student participation in the making of decisions vary among institutions. Whatever the situation, it is of major importance that continuing systematic provision be made for the expression of student opinion regarding institutional policies, and that serious consideration be given to student opinion when decisions are made.

4. Are the Programs of Instruction, Supportive Services, and Research Adequate in Kind and Quality to Serve the Purposes of the Institution with Regard to Occupational Education for the Disadvantaged and the Handicapped?

The Curriculum. The curriculum of a college, in serving the needs of disadvantaged and handicapped occupational education students, is here defined as the total range of educational experiences available to or required of occupational education students. The objectives of the curriculum should be stated in terms of effects on the learner.

The selection of curriculum materials should be made with due regard for the purposes of occupational education in general; the numbers of disadvantaged and handicapped students to be served and their needs and abilities; and the costs of providing the instruction in terms of faculty, tutorial services, library, laboratory, and other instructional facilities.

To prevent the undesirable and ineffective lumping of disadvantaged and/or handicapped students in traditional remedial courses, it is important that there be adequate analysis of an individual student's deficiencies in relation to his occupational choice and the

subject matter content of the corresponding occupational course, adequate control of courses or curricula designed to meet these specific deficiencies, means for dropping outdated remedial courses and other methods of teaching the disadvantaged and the handicapped which can no longer be justified, and frequent and systematic review of course offerings.

Each institution will be expected to show that it provides a means for disadvantaged and handicapped students to become acquainted with the major areas of knowledge or skills needed to succeed in regular occupational education programs. The instructional programs should enable the students to become acquainted with basic ideas and join proficiently in dealing with modes of thought involved in each occupational area. An institution should be prepared to give the reasons in support of its particular plans for disadvantaged and handicapped occupational education students.

Research. The institution should describe its research programs in serving disadvantaged and handicapped occupational education students-- its policies, practices, and the impact on the institutions and the agencies sponsoring the projects.

Program Planning and Quality of Services. Visitation committees will seek evidence of the extent to which institutions under review have engaged in critical evaluations of the success of disadvantaged and handicapped students in existing occupational education programs or are developing proposed programs and services in the context of alternatives.

Experimentation and innovation are essential to the improvement of any educational program. Individuality, imagination, and innovation in program planning for occupational education and services to disadvantaged and handicapped occupational education students should be encouraged. A college must of course assume responsibility for the quality of all its programs, regular and experimental.

5. Are the Stated Objectives Being Achieved?

Through the development of instruments and procedures which measure the disadvantaged and handicapped students' progress toward attaining their occupational objectives, a college may determine its effectiveness in achieving its stated program objectives. What change and development can be attributed to the individualized and/or modified instructional program and the general institutional environment?

Student Achievements. Realistic expectations regarding the achievement of occupational disadvantaged and handicapped students must take into account the kinds and level of ability of the students admitted to the regular occupational programs. The attitudes of the faculty toward these students, i.e., their acceptance of them as individuals with corresponding individual abilities and levels of ambition, the expectations of the faculty regarding student performance, and the appropriateness of individualized tutorial input will also heavily influence the success that these students can attain in the occupational programs.

Results of standardized tests may be useful measures of student achievement, but because of differences among institutions in purposes and clientele, comparisons with other institutions on the results of such tests must be made with caution. The more important measure of institutional accomplishment is the progress made by its students toward desired goals rather than the absolute level of student achievement.

Data on number and performance of disadvantaged and handicapped occupational education students who complete their training and are placed in the occupational or related areas in which they were trained, is perhaps the best measure of student and institutional achievement. Follow-up studies of disadvantaged and handicapped alumni, including those who continue to four-year institutions, may provide useful data for evaluative purposes.

In the final analysis, the basic concern of an educational institution is to move the student as far as possible toward perceived goals, due account being taken of the level of his accomplishment at time of entrance and his apparent potential for growth. Important to the attainment of this end is the congruence among the policies governing the various aspects of the institution's work--student admissions and retention, the programs of instruction, the student services, etc., and internal consistency in the interpretation of policies as demonstrated in the processes and practices through which the institution's work is carried on.

Impact of Extra-Class Activities. Important among the college experiences with significant educational value is a well planned and well executed program of extra-class activities broad enough to encompass a wide range of student interests.

As in other areas of institutional activity, the extra-class program is evaluated in terms of the nature of the institution and it's purposes.

It is inevitable that some student activities have public relations value to the institution. Where such is the case the institution must constantly be alert to the danger of exploiting students and of interfering unduly with the academic program. It is imperative that an institution always judge its extra-class activities first in terms of their educational value and only secondarily for their public relations value.

Counseling. A good counseling program--academic, occupational and personal--is an important means for assisting students to attain goals commensurate with their aptitudes and abilities.

Placement and Financial Assistance. An institution may also assist disadvantaged and handicapped occupational education students in need of financial assistance to secure scholarships and loans.

An institution may also assist its graduates in securing appropriate employment. To this end it maintains continuing contact with

prospective employers in those occupational areas for which it offers preparation.

Impact on the Larger Community. Impacts on the community will vary according to the size and mission of the institution. The institution should attempt to assess its cultural and economic impact on the community and its influence among other colleges and universities.

6. Is the Institution Involved in a Continuous Program of Self-Renewal?

Through constant self-appraisal of objectives and programs, the institution should be able to adjust itself to changing social conditions and needs of its constituency. The effects of such self-analysis should be observable within the institution in improved planning, the development of new programs, and that optimal environment necessary to keep faculty and students in a state of self-renewal.

Although aspects of this final question may have been mentioned in other parts of the Guide, the institution may conclude its report with a summary of progress and plans in this essential area.

Instructions for the Chairman and Vice Chairman

When the chairman is named, he will be invited to join the representatives from the Division of Occupational Instruction in the Chancellor's Office or other appropriate evaluating agency in a preliminary discussion with the designated liaison officer from the institution to be visited. In some instances he may also be invited to make an appraisal-of-readiness visit. When a roster of his committee is ready, this will be sent to him. At this time the chairman should write to the designated liaison officer of the institution being visited to:

a. confirm the date of the visit

b. ask for recommendations for hotel or motel accommodations for the visiting committee

c. request special arrangements for campus parking, if needed

d. reserve a meeting room for the exclusive use of the committee. This room should be provided with class schedules, staff directories, and the usual writing materials. Typewriters or secretarial help may be needed when the committee members are preparing the report.

If it is a joint visit with a specialized accrediting agency, the two chairmen should be in touch with each other on the division of responsibilities during the visit and on arrangements for general meetings, including the chairmanship of these meetings. Representatives of specialized agencies will usually wish to carry on their surveys independently, but it is appropriate for them to attend any general meetings scheduled for the beginning and end of the visit.

When a representative of a specialized agency is invited by the agency responsible for initiating the evaluation, he should join the committee as a working member. At general meetings with officers of the institution, the chair is taken by one of the visitors, usually the chairman of the evaluation committee. The president of the institution arranges a suitable place and invites appropriate staff members to attend.

As early as possible, the chairman should write to members of his committee, confirming the date of the visit, informing them of the hotel or motel recommended by the institution, and requesting them to make their own reservations. They should request commercial rates. Committee members arrange their own transportation. Those representing the evaluating agency receive expense vouchers and will be reimbursed after the conclusion of the visit. Those representing other agencies may be reimbursed in other ways.

About a month before the visit the chairman and the members of his committee will receive materials prepared by the institution and the chairman will receive a copy of the report of the previous evaluation committee. Each committee member should review all the materials received.

At this time the chairman may want to give special assignments to the committee members and prepare a time schedule for the visit in consultation with the president of the institution or the dean of occupational education. The time schedule should include:

a. The time and place of an orientation meeting of the visiting committee, or committees, usually held the evening before the formal visit at the hotel where the members are staying. About two hours should be allowed for clarifying assignments, reviewing procedures, and discussing questions arising from the institution's report and accompanying materials. If it is a joint visit, the two chairmen may wish to meet with their committees separately, but should consult each other about these arrangements.

b. A general meeting of the institution the first morning of the visit with the president or the dean of occupational education and members of his staff to develop the general plans for the visit, set times and places for committee members to meet with appropriate officers of the institution, and complete arrangements for luncheons and transportation, if needed.

c. Luncheon arrangements as a committee, or with staff members as necessary. An institution may choose to prove complimentary meals for the evaluation committee to bring members into contact with board, staff, or faculty members or to facilitate the committee's own discussions. The institution should avoid planning any social activities or entertainment which would infringe on the time of the committee.

d. Meetings as a committee to consider findings, agree on recommendations, and make a rough draft of the report.

e. A final meeting with the president or the dean of occupational education and appropriate staff members.

At the orientation meeting the chairman should:

a. Remind committee members, especially inexperienced ones, of their responsibility to evaluate the institution in light of its objectives within the standards established by the evaluating agency, rather than in terms of personal educational philosophy.

b. Review the institution's self-study report and discuss areas needing special attention.

c. Review the report of the previous visit.

d. Review the committee member's assignments, explain how the report is to be prepared and how each member will share responsibility of all findings. Explain that committee members may visit classes, inspect laboratories, and talk with faculty members and students while avoiding interruption of the institutional program.

e. Review instructions regarding the nature of the written report, the importance of not revealing any discussion concerning recommendations, and the importance of the member's role as consultant rather than critic. The benefit to the institution of its self-evaluation and of the actual visit can be enhanced by the way in which the visit

is conducted and by the quality of the evaluation report which ultimately goes to the institution.

f. Indicate when his section of the report is expected from each of the committee members, and when the findings will be reviewed and recommendations made on the basis of the evaluation. Normally report drafts should be submitted by committee members before they depart.

g. Outline the schedule as fully as possible so that each committee member will know where he is expected to be at a given time during the visit.

- Meeting with the administration
- Interviews with faculty and students
- Conference sessions of the committee
- Final session with administrators
- Periods for writing drafts of the report
- Hospitality events
- Transportation to off-campus facilities

h. Urge each committee member to remain for the entire visit.

i. Make sure committee members have expense vouchers and explain payment policies.

During the visit the chairman should:

a. Interview the president and other administrative officers on major issues affecting the standards of the occupational education offerings at the institution for disadvantaged and handicapped students.

b. Check with individual committee members regarding their progress and problems.

c. Hold meetings of the committee to discuss findings and reach agreement on them. The final meeting should bring agreement on the recommendations for changes, if any.

Since the written report on the visit is a report of the whole committee and not a combination of separate reports by specialists, these meetings are important.

At the conclusion of the visit, the chairman and committee members should meet with the executive head of the institution and/or the dean of occupational education and selected members of his staff to report that the visit is completed and to express thanks for courtesies extended and, more importantly, to discuss major areas of concern and secure more facts and explanations. In this conference the chairman should be careful not to reveal the recommendations of his committee, although the questions raised may show the areas in which the committee thinks improvement is needed. He should make it clear that the committee makes no decisions, but reports its findings to the agency originating the study.

Submission of the Evaluation Report

a. When the chairman has finished the report, he should send a draft of it to the representative of the evaluating agency and to each committee member for approval or substantive changes.

b. After committee approval, the chairman should send the revised draft to the president of the institution or the dean of occupational education with an invitation to respond in terms of fact or interpretation of fact. The final recommendations should not be included in the copy sent to the president. It should be made on a separate title page. The actual mandation of recommended changes is the business of the evaluating agency, not the committee.

c. As soon as the committee, the representative of the evaluating agency, and the institution respond (within a reasonable deadline date), the chairman should send the manuscript to the evaluating agency for duplication.

Subsequent Duties of the Chairman

a. When the report is considered by the evaluating agency, the institution may send a representative to the agency meeting to discuss the evaluation. The committee chairman may be asked to be present. If so, he will present a brief summary of the committee report, clarify moot questions, or make such other explanations as may be appropriate.

b. If the evaluating agency feels that substantive changes should be made in the committee's recommendations and the chairman is unable to be present, he will be contacted by telephone and the proposed changes discussed with him. If he is not likely to be available for such consultation, he should designate a member of his committee to represent his views on the matter.

Some General Observations About the Good Chairman

a. The chairman is an agent and a representative of the evaluating agency. Both the image of the evaluation proceedings and the value of the process to the institution are in his hands.

b. The personality and working habits of the chairman will set the tone of the evaluation visit. Each experience is different, and it is understood that a chairman should feel free to conduct the visit in his own style. Some chairmen prefer a tightly structured, formal type of visit; others are informal. Some chairmen may be formal in one type of institution and informal in another.

c. Experienced committee members learn very quickly to pick up the "feeling" of an institution--its mood, tone, morale, community flavor, or indefinable character. These intangibles frequently weigh heavily in making judgments about the present status and future destiny of institutional programs, and a good chairman can usually rely on these impressions in preparing his report.

d. The good chairman will avoid any possibility of future embarrassement through easily misunderstood personal connections with the institution visited. For instance, he should avoid immediately becoming a paid consultant for an institution he has just visited. (For team members this is not so important, nor is it taboo for the chairman after a reasonable period of time.)

e. The good chairman will help to induct new people into the evaluation process. Inexperienced committee members learn about evaluation by watching him and heeding his guidance and advice.

f. The good chairman will slant his report to the audience that needs it most. Some reports are written primarily for the faculty, others are written for the trustees. All reports must aim toward helping the institution better serve its students; consequently, a good chairman always keeps in mind the welfare of the student throughout the visit and in the report.

Appointment of a Vice Chairman

To assist the chairman and to be available in case of an emergency, an experienced evaluator from an institution other than the one being visited will be designated by the agency representative as vice chairman of the committee. He may be asked to help in--

a. compiling the report draft
b. working with other evaluating groups on campus
c. managing the logistics of the visit.

Instructions for Committee Members

Each committee member should remember that:

1. He is a guest on the campus of the host institution. He has been invited to discuss the result of the institution's self-study and to offer comments and counsel to the institution (which it is

free to ignore if it chooses), and he should come to the visit prepared. He should analyze carefully the self-study document, the catalog, and any other materials he has received and he should be prepared to discuss them with the team chairman, his fellow team members, and the staff members and students at the institution. He must not offend his hosts (who have spent a considerable time in preparation for his visit) by arriving unprepared, asking uninformed questions, or by leaving early. He should withdraw from the team if he is unable to stay for the full visit.

2. The institution is being evaluated in terms of its purposes and objectives and not the purposes and objectives of the institution from which the evaluator has come.

3. As many persons in the institution as possible should be interviewed (this is important when institutions are undergoing their first comprehensive evaluation of occupational offerings to disadvantaged and handicapped students since faculties are apt to be relatively small).

4. Officers of student government and students selected at random should be interviewed.

5. Every exhibit prepared by the institution should be examined by at least one member of the team.

6. Minutes of the board and its committees, of occupational education advisory committees, local advisory committees and of the faculty organization and its committees, financial reports, and all other pertinent documents should be read with care.

7. Time should be taken to cross check and recheck any and all statements that appear to come from disgruntled informants, especially if they represent the disadvantaged and/or handicapped sectors of the community.

8. Weaknesses in a particular area should be thoroughly discussed with the person or persons connected with that weak operation.

9. An attempt should be made to assess the vitality, the enthusiasm, the dedication, and the spirit of the place.

10. Above all else, there should be an attempt to evaluate the actual educational process--what is happening to the students in the classroom and laboratory and whether this is not only effective but also in line with the institution's purposes and objectives.

The above items in no way represent a complete list of the activities of the evaluating team as it makes its assessment of the institutional quality. A careful evaluation takes time. But the time is well spent if the team produces statements of strengths, weaknesses, recommendations, and suggestions based on facts that have been verified by checking, cross checking, and rechecking.

In a somewhat lighter vein, there follows "A Decalogue for the Accreditation Team" by Dr. Hector H. Lee of Sonoma State College, who has had wide experience in institutional accrediting as evaluator, consultant, and as a Western Accreditation Commission member.

* A DECALOGUE FOR THE ACCREDITATION TEAM

1. Don't snitch. A committee member often learns private matters about an institution that an outsider has no business knowing; he is privy to "classified" information. Don't "tell tales" or talk about the weaknesses of an institution after a visit.

2. Don't steal apples. A committee member often discovers promising personnel that he would like to recruit for his own institution. Don't take advantage of the opportunity afforded by your position on the team to lure good teachers away from the institution you are visiting.

3. Don't be on the take. A committee member is often tempted to accept small favors, services, or gifts from the institution being visited. Don't accept, or even suggest that you would like to have, a sample of the wares of an institution--a book it published, a product produced, or a service performed by the institution visited.

4. Don't be a candidate. A committee member might see an opportunity to suggest himself for a consultantship, a temporary job, or a permanent position with the institution he is visiting. Don't apply or suggest your availability until after your report has been filed.

5. Don't be a nit-picker. A committee member often sees small problems that can be solved by attention to minor details. Don't use the accreditation report, which should deal with major or serious policy-level matters, as the means of effecting minor reforms.

6. Don't shoot small game with a big gun. A committee member often finds that a small, weak, or marginal institution is completely at his mercy. Don't be sadistic or use the power of accreditation to deal with or injure an institution that may need help more than punishment.

7. Don't be a bleeding heart. A committee member with "do-good" impulses may be blinded by good intentions and try to play the role of Savior for an institution that may not deserve to be saved. Don't compound weakness by sentimental generosity in the hope that a school's problems will go away if ignored or treated with unwarranted optimism.

8. Don't push dope. A committee member often sees an opportunity to recommend his own personal theories, philosophies, or techniques as the solution to an institution's problems. Don't force an institution to adopt measures that are likely to be altered or reversed by a subsequent committee.

9. Don't shoot poison darts. A committee member may be tempted to "tip off" the administration to suspected treachery or to warn one faction on a campus of hidden enemies. Don't poison the minds of the staff or reveal suspicions to the administration; there are more wholesome ways to alert an administration to hidden tensions.

10. Don't worship sacred cows. A committee member in awe of a large and powerful institution may be reluctant to criticize an obvious problem in some department. Don't overlook weakness because the institution has a great reputation.

* Courtesy of Hector Lee, Sonoma State College.

Preparing the Evaluation Report

Each committee member, preferably before he leaves the campus, should submit his written report to the chairman. As soon as possible after the visit the chairman writes the report. He is responsible for writing the introduction and conclusion and he should edit the entire report, rewriting the material submitted by any or all of the committee to improve the tone, style, clarity, and unity of the document.

The report is not usually a lengthy statement. There is ordinarily no need to recount in detail the historical development of the institution's programs and services for the disadvantaged and handicapped occupational education students; to describe all aspects of the institution's operations in this regard minutely, particularly those that are functioning normally and in conventional ways; to include lengthy descriptions of all curricula offered; to include requirements for certificates or degrees. Such matters are dealt with, if at all, in summary fashion. Rather, the report describes the institution in a manner which d fferentiates it clearly from similar institutions. It is concerned largely with unusual characteristics of the institution, with unique programs of instruction for disadvantaged and handicapped occupational education students, unusual facilities, especially effective forms of organization and instruction, and the like. Also, the report sets forth the limitations and difficulties which the institution is experiencing and the plan and potential it has for overcoming them.

Evaluating agencies emphasize that the time of the members of the examining team and that of the institution is wasted and the function of the evaluation visit defeated if the team glosses over or ignores problems. They believe that a report which indulges in bland, innocuous observations and which is really of no constructive help to the institution serves no useful purposes. Therefore, the report is intended to be frank and constructive.

Each member's contribution to the report should include:

a. strengths, including progress made since the previous visit

b. weaknesses or criticisms

c. observations and suggestions for improvement.

It should be shared with other members so that the final report reflects the findings of the whole committee.

The following reminders will assist in the preparation of the rough draft:

a. Evaluate the institution in the light of its own stated objectives. There is no one way to develop effective programs to serve disadvantaged and handicapped students in the area of occupational education. The wide variations in the capabilities, interests, needs, and circumstances of students require corresponding variations in the colleges and any other institutions serving them.

b. Make favorable comments when praise is due, without assuming it necessary to find a point of weakness to counter balance each item of praise, or vice versa.

c. Remember that the purpose of the report is both to justify the recommendations for changes and to provide a fair and useful estimate of the effectiveness of the institution.

The committee should understand that its recommendation may be revised by the evaluating agency, which makes the final decision, although the agency will not ordinarily change it without receiving additional information or informing the chairman of the evaluating committee.

As the chairman edits the report, he should try to avoid:

a. The scissors-and-paste kind of editing which produces an uneven report and may include contradictions,

distorted emphases, and personal prejudices of committee members.

b. References to individuals by name.

c. Lavish praise or bitter criticism. Strong language may be used if needed, but not as satire or condemnation.

d. Special interests or educational theories by committee members.

e. A complete reversal of recommendations made by the previous committee. Sometimes a committee feels that a previous committee's recommendation was unwise or inappropriate, but if an institution has attempted to comply with that recommendation it would be unfair to the institution and a discredit to the evaluation process if a reversal is too abruptly advised. In such cases a diplomatic way must be found to steer the institution toward the better course without creating confusion.

f. Specific suggestions to remedy problems of internal organization. A brief statement of the problem is usually sufficient, leaving the specific remedy to be worked out by the institution.

g. Phrases such as "it appears that," "it seems that," and "it may well be that," which usually indicate insufficient information.

Innovation
(Adopted April 28, 1970 by FRACHE.)

The Federation of Regional Accrediting Commissions of Higher Education welcomes perceptive and imaginative experimentation which aims at intensifying the effectiveness of higher education. The Federation supports no particular theories or styles of education or organization. Neither does it prescribe specific rules or formulas. It is cognizant that special requirements may pertain to some institutions, but these should not be permitted to inhibit new approaches and emphases in their educational programs. The Federation insists only that new departures or adaptations be consistent with an institution's purposes and objectives as originally established or as modified to accommodate new conditions.

Institutional Integrity
(Adopted October, 1966 by FRACHE.)

By academic tradition and by philosophical principle an institution of higher learning is committed to the pursuit of truth and to its communication to others.

To carry out this essential commitment calls for institutional integrity in the way a college or university manages its affairs--specifies its goals, selects and retains its faculty, admits students, establishes curricula, determines programs of research, fixes its fields of service.

The maintenance and exercise of such institutional integrity postulates and requires appropriate autonomy and freedom.

Put positively this is the freedom to examine data, to question assumptions, to be guided by evidence, to teach what one knows--to be a learner and a scholar. Put negatively this is a freedom from unwarranted harrassment which hinders or prevents a college or university from getting on with its essential work.

A college or university must be managed well and remain solvent, but it is not a business or an industry. It must be concerned with

the needs of its community and state and country, but an institution of higher learning is not a political party or a social service. It must be morally responsible, but even when church related, it is not a religion or a church.

A college or university is an institution of higher learning. Those within it have as a first concern evidence and truth rather than particular judgments of institutional benefactors, concerns of churchmen, public opinion, social pressure, or political prosciption.

Relating to this general concern and corresponding to intellectual and academic freedom are correlative responsibilities. On the part of trustees and administrators there is the obligation to protect faculty and students from inappropriate pressures or destructive harrassments.

On the part of the faculty there is the obligation to distinguish personal conviction from proven conclusions and to present relevant data fairly to students because this same freedom asserts their rights to know the facts.

On the part of students there is the obligation to sift and to question, to be actively involved in the life of the institution but involved as learners at appropriate levels. The determination and exercise of proper responsibilities will be related to the students' status as undergraduate, professional, or graduate students.

Intellectual freedom does not rule out commitment; rather it makes it possible and personal. Freedom does not require neutrality on the part of the individual or the educational institution--certainly not toward the task of inquiry and learning or toward the value systems which may guide them as persons or as schools.

Hence institutions may hold to a particular political, social, or religious philosophy as may individual faculty members or students. But to be true to what they profess academically, individuals and institutions must remain intellectually free and allow others the same freedom to pursue truth and to distinguish the pursuit of it from a commitment to it.

All concerned with the good of colleges and universities will seek for ways to support their institutional integrity and the exercise of their appropriate autonomy and freedom. In particular, the Federation and the regional commissions, which have a particular responsibility to look at an institution in its totality, will always give serious attention to this aspect and quality of institutional life so necessary for its well-being and vitality.

Role of the District Staff

During the Self-Study

As an integral part of the campus self-analysis, occupational district staff should attempt to evaluate its role in accomplishing district objectives with regard to disadvantaged and handicapped students and those of the campus under review. The material developed by the occupational district staff should be incorporated as a separate section of the campus report. The district report should be prepared in two parts: The general description and evaluation which applies to all campuses within the district with regard to occupational education for disadvantaged and handicapped students; and second, that which pertains specifically to the campus under review. The general district data should be updated as needed. To accomplish this task, the following guidelines are offered:

1. What is the task of the district for disadvantaged and handicapped students in occupational education, and of the institution being evaluated?
2. Are the resources available for carrying out this task (faculty, special funding, facilities and equipment, etc.) being utilized in the most effective manner?
3. Define the administrative structure of the district and its relationship to occupational education campus programs for the disadvantaged and handicapped students.

During the On-Campus Visit

1. Members of the evaluating committee may want to meet the district occupational director and members of his staff. If more than one campus is being evaluated in a given year, this meeting might include representatives of the various self-study steering committees.
2. The district occupational director or his appointee may be invited to attend the final meeting of the evaluation committee with campus personnel, and he should feel free to participate in the discussion.

3. In some situations the president or the dean of occupational education might deem it appropriate to invite a member of the occupational advisory committee to be available for interview and to be present at the final meeting in order to assist the occupational department in its review of the committee report.

4. The district master plan for occupational education and other pertinent documents should be made available on the campus for the visiting committee.